

# Mullica Township School District



## World Languages: Spanish Curriculum Grades 1-2

Board approval: 11/28/2018

**WORLD LANGUAGE**  
**Spanish Curriculum**  
**Grades 1 - 2**

**Content Area: World Language Spanish**

**Course Title: Spanish**

**Grade Level: 1-2**

**Pacing**

**Grade 1**

Unit 1 "Review of the Basics"	3 weeks
Unit 2 "Animals"	5 weeks
Unit 3 "All About Me"	11 weeks
Unit 4 "Food"	6 weeks
Unit 5 "Numbers"	4 weeks

**Grade 2**

Unit 1 "Review of the Basics"	3 weeks
Unit 2 "Numbers"	4 weeks
Unit 3 "Las Posadas / La Nochebuena y La Navidad"	1-2 weeks
Unit 4 "Calendar"	6 weeks
Unit 5 "Body Parts"	4 weeks
Unit 5 "Food"	6 weeks
Unit 6 "Feelings (using "tener")"	4 weeks

**WORLD LANGUAGE SPANISH CURRICULUM**

Grades 1 - 2

**Unit Overview****Content Area:** World Language-Spanish**Unit Title:** Review of the Basics**Target Course/Grade Level:** 1-2**Unit Summary:**

In this unit students will review previously taught material including colors, numbers, feelings, and animals (grade 2).

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #****Cumulative Progress Indicator (CPI)****Proficiency Level- Novice Mid (NM)****7.1.NM.A****Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**7.1.NM.B****Interpersonal Mode (B)**

7.1.NM.B.4

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

**8.1 & 8.2****Technology**

8.1.2.A.1

Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**Standard 9****21<sup>st</sup> Century Life & Careers**

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.G.A	Reason with shapes and their attributes.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do we use Spanish words to describe things and objects?</li> </ul>	<b>Unit Enduring Understandings</b> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>The learner will be able to describe various aspects of an object/thing using Spanish vocabulary.</li> <li>Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b> <p>Students will know to...</p> <ul style="list-style-type: none"> <li>Use appropriate Spanish words to describe colors, numbers, animals, feelings, and shapes.</li> </ul>	<b>Unit Objectives</b> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Identify 7 basic colors: red, blue, yellow, green, brown, orange and purple.</li> <li>Use number words</li> <li>Identify basic shapes and patterns</li> </ul>
<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 1 - 2</b> <b>Evidence of Learning</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Oral questions / answers</li> <li>Exit tickets</li> <li>Discussions</li> <li>Observations</li> </ul>	

- Practice worksheets

**Summative Assessments**

- Use of rubric to assess speaking and vocabulary usage

**Alternative Assessments**

- Role play
- Art projects to show understanding

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH CURRICULUM**

**Grades 1 - 2**

**Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Animals

<b>Target Course/Grade Level: 1-2</b>	
<b>Unit Summary:</b> In this unit students will learn vocabulary related to identifying and describing animals.	
<b>Learning Targets</b>	
<b>Content Standards: 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Novice Mid (NM)</b>	
<b>7.1.NM.A</b> <b>Interpretive Mode (A)</b>	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b> <b>Interpersonal Mode (B)</b>	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b> <b>Presentational Mode (C)</b>	
<b>8.1 &amp; 8.2</b> <b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	

<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2-LS4-1	There are many different kinds of living things in any area, and they exist in different places on land and in water.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What Spanish words are used to name and describe animals?</li> </ul>	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• Animals can be identified and described using Spanish vocabulary.</li> <li>• Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b> Students will know to... <ul style="list-style-type: none"> <li>• Name and describe animals in Spanish</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>• Identify common animals such as cats, dogs, cows, chickens, bear, birds, etc. by their Spanish name</li> <li>• Use size and color words to describe the animal.</li> </ul>
<b>WORLD LANGUAGE SPANISH CURRICULUM</b> Grades 1 - 2 Evidence of Learning	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Oral questions / answers</li> <li>• Exit tickets</li> </ul>	



- Discussions
- Observations
- Practice worksheets

#### Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Google Slide presentation (animal name and pic, description, sound)

#### Alternative Assessments

- Role play
- Art projects to show understanding

#### Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their

own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH CURRICULUM**

**Grades 1-2**

**Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** All About Me

**Target Course/Grade Level:** Grades 1-2

**Unit Summary:**

In this unit students will learn to tell about themselves using descriptive words for such things as age, feelings, personality, etc. The unit will culminate with the creation and presentation of a book about self.

## Learning Targets

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #	Cumulative Progress Indicator (CPI)
<b>Proficiency Level- Novice Mid (NM)</b>	
<b>7.1.NM.A</b>	
<b>Interpretive Mode (A)</b>	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
<b>7.1.NM.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

	CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>W.2.2.</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.5</b>	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I describe myself to others?</li> </ul>	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>They can use Spanish words to convey what they want others to know about themselves.</li> <li>Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b> Students will know to... <ul style="list-style-type: none"> <li>Carefully choose describing words to tell about themselves.</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>Use feeling words</li> <li>Use color words to tell about eyes and hair</li> <li>Use number words to describe age</li> <li>Use descriptive words for height</li> </ul>
<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 1 - 2</b> <b>Evidence of Learning</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Oral questions / answers</li> <li>Exit tickets</li> <li>Discussions</li> <li>Observations</li> <li>Practice worksheets</li> </ul>	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Use of rubric to assess speaking and vocabulary usage</li> <li>Poster / book presentation</li> </ul>	
<b>Alternative Assessments</b>	

- Choice board of activities
- Digital presentation vs. paper book

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

## WORLD LANGUAGE SPANISH CURRICULUM

Grades 1-2

### Unit Overview

**Content Area:** World Language-Spanish

**Unit Title:** Food

**Target Course/Grade Level:** Grades 1-2

**Unit Summary:**

In this unit students will learn vocabulary related to food. For example, they will name common food items as well as use terms related to eating.

### Learning Targets

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives

of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Novice Mid (NM)</b>	
<b>7.1.NM.A</b>	
<b>Interpretive Mode (A)</b>	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.3	Copy / write words, phrases, or simple guided texts on familiar topics.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

<b>Interdisciplinary Connections</b>	
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>W.2.2.</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.5</b>	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do we use Spanish words to identify and describe food?</li> </ul>	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Food and eating habits can be discussed using Spanish words.</li> <li>Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b> Students will know to / be able to... <ul style="list-style-type: none"> <li>Identify common food items in Spanish</li> <li>Use Spanish vocabulary related to eating / meal times.</li> <li>Use describing words to tell about food items</li> </ul>	
<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 1 - 2</b> <b>Evidence of Learning</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Oral questions / answers</li> <li>Exit tickets</li> <li>Discussions</li> <li>Observations</li> <li>Practice worksheets</li> </ul>	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Use of rubric to assess speaking and vocabulary usage</li> <li>Menu project</li> </ul>	
<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Choice board of activities</li> <li>Art projects to show understanding</li> </ul>	



## Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

### Unit Resources / Instructional Materials

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- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH CURRICULUM**

**Grades 1-2**

**Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Numbers

**Target Course/Grade Level:** Grades 1 - 2

**Unit Summary:**

In this unit students will learn to count up to 30.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

**Proficiency Level- Novice Mid (NM)**

<b>7.1.NM.A</b> <b>Interpretive Mode (A)</b>	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>7.1.NM.B</b> <b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>8.1 &amp; 8.2</b> <b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b> <b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
2.NBT.A	Understand place value
<b>Unit Essential Questions</b>  ● How do I count in Spanish?	<b>Unit Enduring Understandings</b> Students will understand that... ● Language learning involves acquiring strategies to fill communication gaps. ● The idea of place value exists in the Spanish language ● Spanish has a different sound system than English.

## Unit Objectives

Students will know to/ be able to...

- Count in Spanish from 1-30 (at minimum).

## WORLD LANGUAGE SPANISH CURRICULUM

Grades 1-2

### Evidence of Learning

#### Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

#### Summative Assessments

- Use of rubric to assess speaking and vocabulary usage

#### Alternative Assessments

- Art projects to show understanding

#### Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few

distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 1- 2</b> <b>Unit Overview</b>	
<b>Content Area:</b> World Language-Spanish	
<b>Unit Title:</b> Calendar	
<b>Target Course/Grade Level:</b> Grades 1 - 2	
<b>Unit Summary:</b> In this unit students will learn vocabulary related to measuring time including months and days.	
<b>Learning Targets</b>	
<b>Content Standards: 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Novice Mid (NM)</b>	
<b>7.1.NM A</b> <b>Interpretive Mode (A)</b>	

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>7.1.NM.B</b> <b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
<b>7.1.NM.C</b> <b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b> <b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b> <b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Unit Essential Questions</b>  ● What Spanish words can help me to measure time?	<b>Unit Enduring Understandings</b> Students will understand that... ● Language learning involves acquiring strategies to fill communication gaps. ● Spanish words can be used to tell what day of the week and month of the year it is. ● Spanish has a different sound system than English.

<p><b>Unit Objectives</b></p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> <li>● Tell the day of the week in Spanish</li> <li>● Recite the months in Spanish</li> </ul>	
<p><b>WORLD LANGUAGE SPANISH CURRICULUM</b></p> <p>Pre-K - Kindergarten</p> <p>Evidence of Learning</p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Oral questions / answers</li> <li>● Exit tickets</li> <li>● Discussions</li> <li>● Observations</li> <li>● Practice worksheets</li> </ul>	
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Use of rubric to assess speaking and vocabulary usage</li> <li>● Creation of digital calendar with Spanish days of the week</li> </ul>	
<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Art projects to show understanding</li> </ul>	
<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Student Growth Objective</li> </ul>	
<p><b>Modifications</b></p>	
<p><b>SPED:</b> Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p><b>ELL:</b> Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p><b>AT-RISK:</b> Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p>	

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

#### **Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos



**WORLD LANGUAGE SPANISH CURRICULUM**

**Grades 1-2  
Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Body Parts

**Target Course/Grade Level:** Grades 1 - 2

**Unit Summary:**

In this unit students will learn vocabulary related to the parts of the body.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

**Proficiency Level- Novice Mid (NM)**

**7.1.NM A**

**Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

**7.1.NM.B**

<b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>1.3.2.D.1</b>	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How do we use Spanish words to name various body parts?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Parts of the body can be named in Spanish</li> <li>Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b>	
Students will know to / be able to...	
<ul style="list-style-type: none"> <li>Identify parts of the body using Spanish vocabulary</li> </ul>	

## WORLD LANGUAGE SPANISH CURRICULUM

Grades 1-2

### Evidence of Learning

#### Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

#### Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Poster creation

#### Alternative Assessments

- Choice board of activities

#### Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use

multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH CURRICULUM**

Grades 1 - 2

**Unit Overview****Content Area:** World Language-Spanish**Unit Title:** Feelings (using “tener”)**Target Course/Grade Level:** Grades 1 - 2**Unit Summary:**

In this unit students will learn to describe or state their feelings using tener.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #****Cumulative Progress Indicator (CPI)****Proficiency Level- Novice Mid (NM)****7.1.NM A****Interpretive Mode (A)**

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).

**7.1.NM.B****Interpersonal Mode (B)**

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>W.2.2.</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How do we use “tener” to help us describe our feelings?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>The learner will be able to describe various aspects of an object/thing using Spanish vocabulary.</li> <li>Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b>	
Students will know to / be able to...	
<ul style="list-style-type: none"> <li>Describe feelings using “tener.”</li> </ul>	

- Match pictures to Spanish emotion words

## WORLD LANGUAGE SPANISH CURRICULUM

Grades 1 - 2

### Evidence of Learning

#### Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

#### Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Pencil and paper assessment

#### Alternative Assessments

- Art projects to show understanding

#### Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

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**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

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multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

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